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ABSTRACT

Presented are curriculum guidelines for employment orientation programs for handicapped secondary students in New Jersey. Basic skill training is described for 10 vocational cluster areas: bench work, food service, building custodian, clerical work, transportation, distribution and sales, construction trades, health service, horticulture and miscellaneous service occupations. It is emphasized that the student receives broad exposures necessary for entry into many areas of employment rather than in depth training for specific trades. Included in the discussion of each cluster area are objectives, outlines of basic skills and their component parts, references, and suggested practical work experiences. (CL)

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GUIDELINES

FOR

EMPLOYMENT ORIENTATION PROGRAMS

FOR

SPECIAL NEEDS STUDENTS

A BROAD BASIC CURRICULUM

State of New Jersey
Department of Education
Division of Vocational Education
Bureau of Special Needs

EC013112

State of New Jersey
Department of Education
Division of Vocational Education

Guidelines for

EMPLOYMENT ORIENTATION PROGRAMS

SPECIAL NEEDS STUDENTS

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This guide is dedicated

to the Special Needs Student--

a child we have not forgotten.

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INTRODUCTION

The basic underlying philosophy of this guide is that *all* children should be provided with the opportunity to develop their vocational, social, and personal competencies in order to become economically independent, and thereby succeed as productive citizens in the home, at work, and in the community.

The development of these guidelines was influenced by the seemingly limited approach to the problem. The problem, simply stated, is that the needs of the special needs children presently attending public schools go unmet. This statement in no way implies that *all* the needs of this population can be satisfied. An assumption underlying the problem is that this portion of our population does not have an equal opportunity. Employers are ignorant of the capabilities of the special needs student in performing semi-skilled and unskilled jobs, and there is an attitude of apprehension and skepticism toward them.

This project was initiated to provide a basic curriculum through which the student will be provided with a broad base of skills which will help insure his successful entry into employment in many areas of commerce and industry. *It should be emphasized here that the pupil is not trained in depth in any particular trade. Instead, he gets broad exposures which can give him entry into* many *areas of employment. The ability to do cleaning, for example, can enable a person to become employable in many different industries. The ability to use hand tools to make simple repairs increases employability in the same way. The pupils carry no label such as "carpenter," "auto mechanic," "mason," etc., but they have entry skills and employment orientation in many appropriate areas.*

Many schools already have the work stations for Employment Orientation which can be utilized. Such locations as industrial arts and vocational shops, cafeterias, offices, and maintenance facilities, can be good work locations. *An important point to be recognized is that this program can operate even though no separate additional facilities are immediately available.*

The guide for an Employment Orientation program attempts to build social and personal competencies upon the foundations of a "hands on" experience. This combination leads to a broad basis of skills. In developing such competencies in the student, the teacher should examine ongoing courses in Mathematics, English, Science, Social Studies, Health and Physical Education, and work with teachers of these subjects to make the content of these courses relevant to the "hands on" portion of the training.

In implementing these guidelines, planners must decide what basic attitude, communication, social, vocational and other skills are necessary for success and retention on the job. Can an individual succeed with a limited vocabulary? Does a student need to know complex algebra or will simple arithmetic suffice in making him a successful

worker? What emphasis shall we place on History and Geography? How should physical education and health be changed, for example? If the employer needs the services of a strong back and arms, can we give the student the opportunity to develop a strong back and arms? Is it not reasonable to assume that a vast majority of students from this population will be employed in jobs that require constant physical exertion? Perhaps we should modify physical education, and improve the vocational capability of these persons. Physical Education can be changed specifically to teach students proper posture, and thus, to eliminate fatigue. It can teach the use of proper footwear for standing and walking jobs, and it can teach balance for proper lifting and carrying. To date, the relationship between vocational education and physical education has not previously been given much attention. The same can be said about the relationship between vocational education and many of the other vocational subjects. A new approach is needed and it should fit student and employer needs. Information compiled and presented by the authors should offer teachers the necessary basis for developing new courses which are valuable to our pupils.

We must look then, to a curriculum that opens, rather than closes doors. It must be a curriculum that is relevant to the vocational, personal, and social success of the students.

EMPLOYMENT ORIENTATION

The Emplyment Orientation Program is unique inasmuch as it consists of these two parts: (1) the simulated work phase, and (2) basic skill training. It is the simulated work phase which differentiates Employment Orientation Programs from other vocational programs.

The simulated work phase basically is the creation of the actual working environment of industry with all its conditions, pressures, demands, and expectations while providing an orientation to a multiplicity of employment areas. A student in such an environment is made to feel he is on the job rather than in school. Consequently, students in the simulated work phase of Employment Orientation Programs are not usually working individually but rather are assigned tasks which are part of a larger endeavor. In other words, students work together in a structured environment.

This can be accomplished in many different ways, depending upon the vocational area being explored. For example, students may work together on a production line utilizing a conveyor belt processing or manufacturing a product from start to finish. Students may work as part of a custodial team given the assignment to clean a certain portion of the school building. They may also participate as cogs in a team of workers in a simulated office situation.

Throughout the simulated work phase the emphasis of the instructor is on work habits and attitudes. The instructor's objective is to equip the students with those entrance-level habits and attitudes necessary for success in any given job. The simulated work phase can be operated with a modest amount of equipment and in an ordinary facility.

The main emphasis of the simulated work phase is on realism. There must be the utilization of such things as the job interview, job applications, "break period," and work schedules. Students should be processed through the various work stations and their performance should be evaluated. Positive work habits and attitudes on the part of the students should be rewarded by the teacher, in some way, as by promoting such an individual to a supervisory position, such as quality controller, or plant foreman. Simulated work also allows the student to inventory the various skills and aspects of a given vocation, and will enable him to make a sounder judgment as to which vocational field he wishes to pursue.

After a student has experienced orientation to a variety of occupations in the simulated work phase, evaluation is then made with the student as to which area suits his ability and his interest. It is at this juncture that the student makes the transition from simulated work phase to basic skill training in a given area.

When the student has acquired all of the basic skills of a given vocational area, he is ready to advance to:

a. On-the-job placement within programs of Cooperative Education. Under the direction of the schools Cooperative Education Coordinator.

b. Enrollment in a regular vocational education program.

c. Enrollment in other school or community programs in which the pupil has developed an interest.

d. High school graduation followed by direct entrance into employment.

e. Placement in a sheltered workshop upon the termination of the pupil's school career (in the event that the student cannot function successfully in an unstructured environment).

f. Referral to vocational rehabilitation agencies for further assistance and training.

The underlying premise of the basic skill training phase is to provide a variety of experiences to the student which will be useful to him in gaining entry to many kinds of employment. This does not mean immediate development as a skilled craftsman, but rather, training in a broad base of skills. For example, the ability to do cleaning can be used in many occupational settings, such as industrial plants, homes, stores, hospitals, and schools. The skill developed in washing a window or sweeping and mopping a floor can be transferred to a variety of establishments and institutions within the community.

The essential difference between the simulated work phase and basic skill training is that the former situation serves to provide guidance and evaluation. It also provides social and personal adjustment for job acquisition and retention. Whereas, the latter situation provides basic vocational skills for mobility among a variety of occupations on a job-entry level. These two elements of the Employment Orientation program cannot exist in isolation; they must complement each other. The point at which a pupil moves from one phase to another will depend to a large extent upon the results of evaluation of his performances. Some students will be able to advance after a few weeks, while others may take several months.

The vocational skill development phase acts as a core upon which social and personal skills are developed. This has the effect of reinforcing learning in both areas, and making education relevant for the individual students.

GENERAL OBJECTIVES OF THE EMPLOYMENT ORIENTATION PROGRAM

1. Special needs pupils will be motivated to remain in school.

2. They will understand that job adjustment relies on an ability to get along with the employer and fellow employees in addition to having the ability to perform work skills.

3. They will develop vocational maturity in an area of interest and within their actual capabilities.

4. They will be provided with a chance to experience success through developing their abilities rather than their disabilities.

5. They will develop proper work habits of attendance, punctuality, dependability, etc.

6. They will develop speed, accuracy, and endurance--necessary elements of all work.

7. They will get an overall picture of their strengths and weaknesses.

8. They will be capable of self-evaluation in relation to a specific job.

9. They will undergo a variety of group work tasks as a screening device to determine the interest, aptitudes and abilities in an atmosphere which in its first phase emphasizes *interdependency* rather than skill training.

10. They will adjust to regulations and restrictions.

11. They will receive a follow-up of meaningful basic skill training when the need has been identified through the screening process.

12. They will get skill training on a job-entry level in a variety of experiences such that they can gain employment in any of several different kinds of jobs.

INTRODUCTION TO SKILL-AREA TRAINING

The emphasis of the Employment Orientation Program shall at first be pupil-oriented with the aim of building self-confidence until it becomes job-oriented. The effect must be the transforming of the failure-prone, untrained individual into one upon whom an employer will risk his time and money.

It is thought to be in the best interest of the students, in some instances, that the vocational portion of their school day be provided in a facility set aside for their exclusive use. The remainder of their school day might well be spent in the company of those who have not been identified as handicapped or disadvantaged. A desirable balance is sought between integration for social and cultural values and separation for maximizing vocational learning.

This guide does not require a student to receive training for one particular job. Instead, the student is to receive basic skill training which can give him entry into many areas of employment. Although the guide has been divided into ten cluster areas, the educator utilizing this guide should keep in mind that the skills presented have been identified as the basic skills which run as common threads through many different jobs.

The authors themselves, who represent the area vocational school, the comprehensive high school, and the segregated special school, hope that this guide provides direction for existing programs and incentives for the creation of new Employment Orientation Programs for Special Needs Students.

It is not the intent of the authors that the cluster areas presented represent a complete course of study in any one area. It is hoped that the outlines presented act as a jumping off point to individuals who wish to initiate such programs.

CLUSTER AREAS

Area I - Bench Work

Area II - Food Service

Area III - Building Custodian

Area IV - Clerical Work

Area V - Transportation

Area VI - Distribution and Sales

Area VII - Construction Trades

Area VIII - Health Service

Area IX - Horticulture

Area X - Miscellaneous Service Occupations

AREA I - BENCH WORK

This category includes occupations concerned with the use of hand tools and bench machines to fit, grind, carve, mold, assemble, inspect, and repair relatively small objects and materials. The work is usually performed at a set position in a mill, plant, or shop at a bench, work table or conveyor.

GENERAL OBJECTIVES

1. The students will gain a knowledge of the working conditions and job opportunities in the bench work field.
2. The students will use various tools connected with the field.
3. The students will use various machines related to this field.
4. The students will work safely.
5. The students will apply proper physical techniques in the storage and handling of materials and supplies.
6. The students will demonstrate acceptable work habits and attitudes.
7. The students will work together.

RELATED JOB AREAS:

Sorter	Drill press operator
Trimmer	Assembly line worker
Packager	Binder
Arranger	Small machine operator
Shaper	

BENCH WORK

Basic Skill Areas

A. Knowledge and use of bench tools

1. Ruler
2. Files
3. Screwdriver
4. Socket wrenches
5. Chisels
6. Pliers
7. Clamps
8. Punches
9. Taps
10. Allen wrenches
11. Hacksaws
12. Emery cloth
13. Pipe wrenches
14. Adjustable wrenches
15. Tin snips

B. Sorting

1. By size
2. Shape
3. Color
4. Combination of the above three

C. Moving

1. Use hand truck and flat bed truck
2. Set up and use roller wheel apparatus
3. Check shipped goods for damage and accounting
4. Handle, lift and move heavy boxes and cartons properly

D. Assembly work

1. Assemble small parts
2. Control qualtiy
3. Make cartons
4. Stamp and label
5. Package items
6. Mark cartons

E. Shipping

1. Load trucks
2. Make out shipping orders
3. Check orders

F. Packaging

1. Fill containers
2. Fill boxes
3. Fill bags (plastic and paper)
4. Label containers
5. Stencil containers

G. Inventory

1. Stock materials
2. Organize supplies on shelves
3. Keep records of quantities
4. Project needs

H. Sealing

1. Use heat-sealing equipment
2. Use tape shooter sealing
3. Staple
4. Glue
5. Make blister packaging

I. Conveyor belt

1. Supply the line
2. Assemble products
3. Stamp and label
4. Control quality
5. Work under job conditions
6. Observe conveyor-belt safety precautions
7. Rotate through various work stations

J. Salvaging

1. Visual inspection
2. Disassemble

K. Power tools

1. Drill press
   a. Importance of drill press
   b. Types of drill press
   c. Parts of drill press
   d. Work holding devices
      1) Vise
      2) Angle plate
      3) Jig fixture
   e. Drilling
      1) Drill
      2) Ream
      3) Bore
      4) Tap
   f. Safety stressed in above operations

2. Grinder
   a. Describe parts
   b. Identify and use tools
   c. Learn operating procedures
   d. Safety
3. Jig saw
   a. Identify and use tool
   b. Describe parts
   c. Simple repairs (change blades)
   d. Learn operating procedure
   e. Safety
4. Electric screwdriver
   a. Identify and use tool
   b. Describe parts
   c. Material
   d. Learn operating procedure
   e. Safety

BENCH WORK

Suggested Practical Work Assignments

Students do the following:

Sort objects (industrial objects) by size, color, shape and in combinations.

Systematically disassemble old T.V. chassis, using soldering irons, screwdrivers and nut drivers, and sort pieces appropriately.

Assemble a given product.

Work on an assembly line that uses conveyor belts, or equivalent system.

Pack and prepare items for shipping (seal cartons, check quantities, stencil packages, and make out shipping and tags).

Load and unload vehicles for shipping and receiving.

Disassemble and sort parts of large items (discarded air conditioners, radios, clocks, meters, motors, etc.)

Prepare and market their own products (plastic injection mold items, student workbooks, art material, metal or plastic castings).

Secure discarded work from industry for reworking.

Perform tasks which require salvaging and sorting, assembling, packaging, manufacturing, collating, sealing, shipping and supplying. Conduct such activities using simulated work practices and Time Study procedures.

BENCH WORK

Suggested Equipment and Supplies

EQUIPMENT

- Counting scale
- Plastic injection mold machine
- Open end wrenches
- Hacksaws
- Allen wrenches
- Tin snips
- Socket wrenches
- Chisels
- Files
- Pliers
- Punches
- Clamps
- Punch and binding machines
- Tape shooter
- Hand truck
- Flat bed truck
- Heat sealing machine
- Conveyor belt
- Drill press
- Hand drill
- Grinder
- Electric screwdrivers
- Soldering gun
- Overhead extension cord reels
- Time clock
- Steel shelving
- Weighing scale
- Engraving machine
- Plastic laminating equipment
- Reamers
- Stenciling kit
- Collating shelves

SUPPLIES

- Tape for dispensers
- Staples
- Screws
- Nuts and bolts
- Binding supplies
- Plastic for plastic laminator
- Plastic bags (for heat sealer)
- Plastic for blister packaging machine

Plastic for injection mold machine
Plates for engraving machine
Bits for drill
Solder and flux
Time cards
Shipping tags
Shipping cartons
Glue
Rubber cement

BENCH WORK

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Fundamentals of Manufacturing Processes and Materials, Addison Wesley Publishing Co., Reading, Massachusetts, 1962.

Glossary of Packaging Terms, Packaging Institute, Inc., New York, New York, 1963.

Package Line Mechanics - Teachers Guide, N.J. Division of Vocational Education Curriculum Laboratory, Rutgers University, Kilmer Campus, New Brunswick, N.J.

Film:

Add Power to Your Hands--Pliers, Ralph Coe Co., Utica, New York.

AREA II - FOOD SERVICE

This area includes those occupations which concern themselves with food preparation and the maintenance of public dining facilities. Areas of study include serving, cleaning, and replenishing supplies and food.

GENERAL OBJECTIVES:

1. The students will develop an understanding and appreciation of work.
2. The students will use basic tools.
3. The students will understand safety and health rules related to this area.
4. The students will work together.
5. The students will be oriented to the nature and scope of the Food Service area.

RELATED JOB AREAS:

Restaurant cook helper	Steam table attendant
Dining room helper	Kitchen cleaner
Busboy	Car hop
Dishwasher	Outside deliveryman
Table service worker	Waiter
Counter service worker	Salad man
Pantryman	

FOOD SERVICE

Basic Skill Areas

A. Serving foods

1. Counter service
   a. Clean the counter
   b. Learn names of containers
   c. Learn names of tools and equipment
   d. Receive hot food from kitchen
   e. Prepare for serving
   f. Serve food
   g. Observe sanitary procedures
   h. Observe safety precautions
2. Table service
   a. Carry a big tray
   b. Serve properly
   c. Set up properly
      1) Dishes
      2) Utensils
   d. Observe safety precautions

B. Cleaning tables

1. Remove dishes
   a. Use appropriate equipment
   b. Stack dishes
   c. Scrape dishes
2. Change tablecloth
3. Stack glasses
4. Carry away soiled dishes and utensils
5. Learn proper cleaning time

C. Replenishing supplies

1. Food
   a. Counter foods
   b. Relishes
   c. Spices at tables
   d. Beverages
   e. Rolls and bread
2. Material
   a. Napkins at tables and counter dispensers
   b. Utensils at counter and tables
   c. Change tablecloths

D. Preparing simple salads

1. Types of salads
   a. Vegetable
   b. Fruit
   c. Meat
   d. Fish
2. Sanitary precautions
   a. Wear gloves
   b. Clean up spillage
   c. Learn taste technique
3. Procedure
   a. Choose salad
   b. Organize ingredients
   c. Prepare vegetables
      1) Wash
      2) Cut

E. Preparing simple foods

1. Sandwiches
   a. Prepare sandwiches
      1) Club
      2) Finger
      3) Rolled
      4) Hot
      5) Grilled
      6) Open-faced
   b. Learn which equipment is needed--bread, knife, fillings
   c. Kinds of bread
   d. Arrange sandwiches
   e. Store sandwiches
   f. Use sanitary precautions
   g. Wrap sandwiches
2. Desserts
   a. Prepare fruit, gelatin and puddings
   b. Kinds of dessert
      1) Whipped
      2) Molded
      3) Fruited
      4) Instant
   c. Equipment
      1) Utensils--automatic mixer
      2) Bowls
   d. Procedure
      1) Prepare mixes
      2) Test for consistency
   e. Store dessert

3. Equipment
   a. Bowls
   b. Utensils--spoons, knives
   c. Gloves
4. Types of dressings
5. Soups
   a. Equipment--pots, knives
   b. Select materials
   c. Handle materials
   d. Get ingredients
   e. Learn cooking procedure
   f. Store unprepared soups
   g. Use seasoning
6. Appetizers
   a. Types
   b. Prepare
   c. Gather ingredients
   d. Learn types of serving containers
   e. Use proper utensils
   f. Learn proper way to serve

F. Cleaning appliances

1. Determine need for cleaning
2. Equipment needed
   a. Cleansers
   b. Detergent
   c. Pail
3. Procedure
4. Safety precautions

G. Washing dishes

1. Scrape dishes
2. Stack dishes
3. Material needed
   1) Detergent
   2) Scrub brushes
4. Operate an automatic dishwasher

H. Inventory and supplies

1. Stock shelves
   a. Sort foods on shelves
   b. Keep record of quantities
2. Order stock
3. Store supplies
4. Rotate stack
5. Shelve dishes
6. Rack utensils
7. Store equipment

I. Hostess and host

1. Greet patrons
   a. Seat them
2. Take messages
3. Supervise appearance of tables
4. Make out customer's check

J. Cash register

1. Operate equipment
   a. Operate manual machine
   b. Operate electric machine
2. Clear register
3. Financial transaction of sales
   a. Make change from money tendered
   b. Use credit slips on register
4. Tape totals and balance register

FOOD SERVICE

Suggested Practical Work Assignments

Students do the following:

Lift and carry trays with food and dishes
Replenish beverages, rolls
Serve relishes
Replenish counter foods
Portion out foods in cafeteria
Mop cafeteria kitchen floor
Mop cafeteria floors
Wrap foods in cafeteria
Make sandwiches
Clean up tables in cafeteria
Serve foods in dining room areas
Stir cooking foods
Wash and clean kitchen equipment
Wash pots, dishes, pans
Use dishwasher
Assemble menus
Clean up breakage and spills in cafeteria
Store and shelve foods and supplies
Sort and shelve canned foods
Prepare simple foods in cafeteria
Clean stove and refrigerator

FOOD SERVICE

Suggested Equipment and Supplies

MACHINERY

- Ranges--electric and gas
- Freezer
- Dishwasher
- Refrigerator
- Washer
- Dryer

PORTABLE EQUIPMENT

- Electric coffee makers
- Toaster
- Blender
- Oven and broiler
- Hand mixers
- Stand mixers
- Electric knife
- Portable slicing machine (electric)
- Electric can opener
- Electric knife sharpener
- Waffle iron
- Electric fry pans
- Electric saucepan
- Pots
- Pans
- Dishes
- Utensils
- Cash register
- Measuring spoons

SUPPLIES

- Soaps
- Detergents
- Wash clothes
- Foods
- Wrapping paper for sandwiches
- Plastic gloves
- Knives
- Paper cups--all sizes
- Napkins
- Paper plates
- Serving platters

FOOD SERVICE

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Refrigerated Food Storage, Communicable Disease Center, U.S. Public Health Center, Atlanta, Georgia.

Alice in Partyland, Dr. Pepper Co., Dallas, Texas.

New Horizons in Food Service Careers, National Restaurants Association, Chicago, Illinois.

AREA III - BUILDING CUSTODIAN

This area includes those occupations which concern themselves with the cleaning and upkeep of building interiors and exteriors. These occupations require the ability to perform such tasks as: sweeping, dusting, mopping, polishing, and the disposing of trash.

GENERAL OBJECTIVES:

1. The students will learn those basic skills necessary for entrance into the building custodian field.
2. The students will get realistic experiences in the building custodian field.
3. The students will assume responsibilities directly related to the designated area.
4. The students will work together.
5. The students will develop skills in the maintenance of buildings, equipment, and grounds.
6. The students will know the nature and scope of the building custodian's responsibilities.

RELATED JOB AREAS:

Porter	Cleanup man
Window cleaner	Housekeeper
Bathroom attendant	Utility man
Building custodian	Waste collector

BUILDING CUSTODIAN

Basic Skill Areas

A. Scrubbing floors (by hand or machine)

1. Prepare area
   a. Remove furniture
   b. Sweep area
2. Equipment
   a. Scrub brushes and pail
   b. Use scrubbing machine
3. Materials
   a. Soap or detergents
   b. Solvents
4. Learn scrubbing procedure
5. Remove excess water
   a. Use vacuum cleaner
   b. Use squeegee
   c. Use mop and wringer

B. Sweeping floors

1. Equipment
   a. Broom (long-handle industrial model)
   b. Vacuum cleaner
   c. Dust mop
2. Material - sweeping compound
3. Sweeping procedure

C. Dusting

1. Equipment
   a. Vacuum cleaner
   b. Dust mop
   c. Dust cloth
   d. Feather duster
2. Learn dusting procedure

D. Waxing floors

1. Prepare area
   a. Remove furniture
   b. Wash area
2. Equipment
   a. Liquid wax and applicator
   b. Wax and waxing machine

3. Procedure
   a. Hand method
   b. Machine method

E. Polishing and waxing furniture

1. Equipment
   a. Liquid wax and/or polish
   b. Cloth
2. Learn polishing procedure

F. Mopping

1. Prepare area
   a. Remove furniture
   b. Sweep floors
2. Damp mop equipment
   a. Mop and wringer
   b. Detergent
3. Damp mop
4. Dry mop

G. Simple repairs

1. Change fuses and trip circuit breakers
   a. Locate and identify fuse box
   b. Replace fuse
   c. Locate and identify circuit breaker
2. Change light bulbs
   a. Determine need
   b. Secure needed equipment (ladder)
   c. Remove bulb and replace with proper one
3. Painting
   a. Prepare surface
   b. Equipment needed (brushes, pans, ladder, roller, paint, etc.)
   c. Procedure
   d. Clean up
4. Replace broken glass
   a. Ascertain need
   b. Equipment needed (screwdriver, ladder, hammer, etc.)
   c. Procedure
5. All other simple repairs that may be appropriate

H. Groundskeeping

1. Sweep sidewalks
   a. Equipment (broom, shovel, trash can)
   b. Procedure

2. Cut hedges
   a. Equipment (hedgecutters - power driven and manual)
   b. Procedure
3. Mow lawns
   a. Equipment (power driven and manual mowers)
   b. Procedure
4. Shovel snow
   a. Equipment (shovels, snowthrower)
   b. Procedure
5. Rake leaves
6. Burn trash
   a. Operate incinerator
   b. Use burning receptacle

I. Maintaining lavatories

1. Clean lavatory fixtures
   a. Equipment (pail, cloths, detergents)
   b. Procedure
2. Replenish toilet supplies (paper, soap, towels)
3. Wash floors and walls
   a. Equipment (pail, mop, etc.)
   b. Procedure

J. Building security

1. Turn off lights
   a. Know which ones must be shut off
   b. Know main switch locations
2. Lock doors and gates
   a. Make sure building is empty
   b. Secure and check all locks
3. Close windows
   a. Check all windows at close of day
   b. Inspect for broken glass
   c. Check windows during inclement weather
4. Fire prevention
   a. Learn location of all fire extinguishers
   b. Learn how to operate fire extinguishers
   c. Know procedure for informing fire department

K. Management of supplies and equipment

1. Storage
   a. Shelve supplies properly
   b. Organize supplies on shelves
   c. Rotate stock
   d. Observe safety precautions
2. Inventory
   a. Keep records of supplies and equipment

b. Check quantities
c. Project needs

L. Maintaining heating and ventilation systems

1. Heating
   a. Learn location of thermostat
   b. Learn to operate thermostat
2. Ventilating
   a. Know which windows to open
   b. Locate air vents
   c. Locate and operate ventilating fans

M. Common tools

1. Identify most of the tools
   a. Hammer
   b. Nails and screws
   c. Ladder (extension and step)
   d. Pliers
   e. Screwdrivers
   f. Wrenches
   g. Ruler
   h. Saws
2. Use these tools
3. Store and maintain tools properly
4. Know location of tools

BUILDING CUSTODIAN

Suggested Practical Work Assignments

Students do the following:

Sweep floors and corridors (tile, wood, concrete).
Sweep stairways
Dust office and office furniture
Dust classroom and classroom furniture
Dust library and bookcases
Polish metal fixtures in toilets
Polish metal doorknobs and kick plates
Mop cafeteria, office, halls and stairways
Scrub and wax floors
Wash drinking fountain basins
Wash glass in showcases
Wash tile in toilets
Wash windows
Clean all toilet fixtures
Dispose of all garbage and cart it away
Incinerate
Replenish supplies in toilets
Check and maintain thermostats
Operate ventilating equipment
Inspect lawns, shrubs, trees and walks
Maintain lawns, shrubs, trees and walks
Change light bulbs
Replace broken window panes
Receive and store supplies
Order supplies
Lock doors
Close and secure all windows
Locate and inspect fire equipment
Place tools in proper places

BUILDING CUSTODIAN

Suggested Equipment and Supplies

EQUIPMENT

Scrubbing and waxing machines, 16-in. combination, complete with scrubbing, polishing and wire brushes
Mop trucks, combination two 30-gal. sections complete with wringers, rubber bumper guards, and drain cocks.
Wet and dry vacuum cleaners, with wet and dry equipment, hose, squeegee, and dust pickup tool.
Plumber's toilet augers, with 10-ft. flexible snakes, stainless steel preferred (nonrust).
Stepladders, 6 ft.
Stepladders, 10 ft.
Ladders, window cleaner's 6-ft. bottom section
Ladders, window cleaner's 6-ft. middle section
Ladder, extension, 24 ft.
Ladders, window cleaner's 8-ft. top section
Service carts, with canvas bags, 2 stationary and 2 swivel rubber-tired wheels, with space for carrying tools, pails, brooms, and other cleaning material.
Dustboxes, galvanized for carrying sweepings, dustpan, and counter dustbrush.
Storage cabinet, steel, 2-door, approximately 20 in. deep, 43 in. wide, and 78 in. high, with shelves.
Handtruck, aluminum or magnesium 2-wheel, rubber-tired wheels and stair climber (bow handle preferred).
Boiler vacuum cleaner, combination, with attachments to fit on 55 gal. drum (with 1 head removed).
Lawnmower, hand, 17-in. reel-type
Lawnmower, power, 17-in. rotary type
Sprayer, 2 gal., insecticide; include spraying nozzle
Ashcans, 17 in. by 27 in.
Ashcans, 19 in. by 25 in.
Carpet sweeper
Pails, galvanized, 12-qt. size
Pails, galvanized, 14-qt. size
Pails, 18½-qt. size, w/wringer, w/casters
Plumber's friend, 4½-in. rubber, 24-in. handle
Mop wringers, 7½ by 7 in.
Mop wringers, 9 by 9½ in.
Window bracket
Garbage cans, 10 gal. with cover
Grass whips

SUPPLIES

Ammonia, 26 deg.
Brooms, corn. 3 lb. each #8
Brooms, push, floor, 12"
Brooms, push, bass fiber, 4" out of block 16" x 3½",
for use outdoors and on rough concrete floors
Brushes, radiator, 24" long
Brushes, hand scrub, 2 3/4" x 10½"
Brushes, toilet, wood handle, 16" with metal ferrule.
Brushes, window, 4½" diameter, 6 ft. handle
Chamois skins (synthetic) 17" x 23"
Applicator skins, lamb's wool, 12" x 6"
Applicator skins, lamb's wool, 18" x 6"
Gal. dressing, mop
Pads, steel wool, braided #2 for 16" brush
Pads, stripping, 16" (10 per case)
Pads, scrubbing, 16" (10 per case)
Pads, polishing, 16" (10 per case)
Oil, polishing
Polish, furniture
Wax, floor, water emulsion
Cheesecloth, unbleached (10 yd. pkg.)
Soap pellets (or powdered soap) (25 lb. pkg.)
Trisodium phosphate (25 lb. pkg.)
Detergent (5 lb. pkg.)
Scouring powder (1 lb. cans)
Soap, hand liquid for dispensers (1 gal. cans)
Soap, borax cakes
Soap, hand, cakes, 1" x 2" x 3"
Disinfectant
Penetrating sealer, wood floors (1 gal. cans)
Surface sealer, wood floors
Terrazzo sealer. clear (1 gal. cans)
Polish, metal (1 quart cans)

BUILDING CUSTODIAN

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N.J. Division of Vocational Education Curriculum Laboratory
Rutgers University, Kilmer Campus, New Brunswick, N.J.

AREA IV - CLERICAL WORK

This occupational area is concerned with performing clerical work. This work involves personal contact with co-workers, and limited work and contact with the general public.

GENERAL OBJECTIVES:

1. The students will develop attitudes necessary to work as an office assistant or mail clerk.
2. The students will develop social competence for clerical work.
3. The students will gain skill, accuracy, endurance and punctuality as related to clerical work.

RELATED JOB AREAS:

Library assistant
Filing clerk
Duplicating machine operator
Key punch operator
Computing machine operator
Billing clerk
Time keeper
Currency sorter
Delivery clerk
Mail sorter
Shipping checker
Stock clerk
Tool clerk
Messenger boy or girl
Envelope sealing machine operator
Switchboard operator

CLERICAL WORK

Basic Skill Areas

A. Use of office equipment

1. Duplicating machines
   a. Types of machines
   b. Operate manual-type duplicators
   c. Operate power-type duplicators
   d. Operate and use counter on duplicator
   e. Adjust stencil on duplicator
2. Paper cutters and punches
   a. Learn measuring
   b. Learn safety
3. Scales
   a. Determine proper postage
4. Postage meter
   a. Learn proper position of postage stamps
   b. Learn proper position for putting letter in postage meter
5. Telephone
   a. Learn answering techniques
   b. Learn voice control
   c. Use short, exact sentences
6. Switchboard operation
   a. Place calls
      1) Local and long distance calls
      2) Conference calls
   b. Receive calls
   c. Hold calls
7. Photocopying machines
   a. Operate machines
8. Stapling machines
   a. Operate machines
9. Typewriter
   a. Type labels (from copy)
   b. Type (from copy)
10. Automatic tape machines
   a. Use manual-type
   b. Use power-assisted type

B. Office duties and responsibilities

1. Filing
   a. Learn types of files
   b. Learn purpose and scope of filing
   c. Learn methods of filing
      1) Alphabetical
      2) Numerical
      3) Title

d. Identify current files
e. Past files
f. Dead files

2. Mail room
   a. Sorting mail
      1) Companies
      2) Offices
      3) Persons
   b. Deliver mail and packages to proper places
   c. Collect mail and packages in office
   d. Collect mail and packages between offices
   e. Stuff and seal envelopes
   f. Wrap packages
3. Messenger service
   a. Deliver messages and parcels
      1) On foot
      2) Using motor scooter or truck
      3) Using public transportation
      4) Using bike
   b. Run errands
      1) Within office
      2) Within building complex
      3) Around the town

C. Library assistant

1. Duties of library assistant
   a. Sort books
   b. Shelve books
   c. Return cards to books
   d. Check books out
   e. Check books in
   f. Assist in binding and repairing of books

CLERICAL WORK

Suggested Practical Work Assignments

Students will do the following:

- Work in school offices
- Type address labels for school mailings
- Develop a duplicating service for teachers and students
- Serve as messenger boy or girl
- Work in the school library
- Work in the school computing machine office
- Sort mail for the school

CLERICAL WORK

Suggested Equipment and Supplies

EQUIPMENT

Typewriter
Electric adding machines
Electric bookkeeping machine
Manual mimeograph machine
Electric mimeograph machine
Offset office duplicator
Electric spirit duplicator
Photo-copy machine
Paper folding machine
Hand collator
Time stamp machine
Addressograph
Stapler

SUPPLIES

5 boxes	Paper clips, jumbo
5 doz.	Labels 4 x 2½ #31-208
10 boxes	Staples, speed
6 rolls	Mending tape #810
2 doz.	Typing erasers
4 rolls	Wrapping paper 18
1 doz.	Felt tip markers
12	Loose leaf covers #1943
10 boxes	Rubber bands assorted 1 oz.
6	Staple removers
1 ream	Stencil cutting stock 9 x 12
25 rms.	Duplicator paper--16 lb. white 8½ x 11
3 rms.	Duplicator paper--16 lb. white 8½ x 14
10 rms	Onionskin printed "Copy" paper
15 boxes	Master units 8½ x 11
4 boxes	Master units assorted colors 8½ x 11
10 quire	Stencils pliofilm #8500P
1 pk.	Stencil folders, absorbent
10 rms.	Mimeo bond paper white 8½ x 11
20 rms.	Duo-side mimeo paper white 8½ x 11
4 rms.	Colored mimeo blue 8½ x 11
4 rms.	Colored mimeo pink 8½ x 11
4 rms.	Colored mimeo green 8½ x 11
4 rms.	Colored mimeo canary 8½ x 11
4 rms.	Colored mimeo buff 8½ x 11

8	rms.	Typing paper bond 8½ x 11 white
1	box	Manila envelopes #90 9 x 12
4	boxes	Envelopes #10 white
5	boxes	Manila folders
4	sets	File guides - alphabetical
6	boxes	Index cards 5 x 8
2	boxes	Index cards 3 x 5
15	boxes	Carbon paper
1	doz.	Type cleaners
1	doz.	Adding machine tape
2		Dating stamps
4		Stamp pads
2	rms.	Colored mimeo blue 8½ x 14
2	rms.	Colored mimeo pink 8½ x 14
2	rms.	Colored mimeo green 8½ x 14
2	rms.	Colored mimeo canary 8½ x 14
2	rms.	Colored mimeo buff 8½ x 14
1	box	Master units 8½ x 14
5	gal.	Duplicating fluid
3	jars	Hand cleaner
5	cans	Stencil ink 1 lb.
1	doz.	Stencil correction fluid
5	doz.	Labels 3 3/4 x 1
5	doz.	Glue all-purpose white
1	ream	Manila paper 8½ x 11 second sheets
30	boxes	Paper clips small

AREA V - TRANSPORTATION

This division includes groups of occupations concerned with car preparation, cleaning, polishing, lubricating, installing, repairing, and maintaing internal combustion engines.

OBJECTIVES:

1. The students will develop basic fundamental skills.
2. The students will identify basic tools and measuring instruments used in the trade.
3. The students will develop an understanding and appreciation of work.
4. The students will develop proper work habits.

RELATED JOBS:

Car washer	Lubricator
Waxer	Auto parts deliverer
Service station attendant	Mechanic's helper
Car preparer	Tire changer
Seatcover man	Small engine repairman
Radiator man	Tuneup man
Shocks installer	Muffler installer

TRANSPORTATION

Basic Skill Areas

A. Washing cars, trucks, buses - Exterior work

1. Washing procedure
   a. Flush body and roof with hose
   b. Sponge with washing solution
   c. Remove road and tar stains
   d. Clean wheels, tires, bumpers, grilles, license plates, and head lamps
2. Equipment
   a. Hose with nozzle
   b. Pails (2) 12 qt.
   c. Sponges (2)
3. Materials
   a. Detergents
   b. Solvents
   c. Turkish towels
   d. Wheel brushes
   e. Fender brushes
4. Rinse area with water
5. Remove excess water and wipe dry
6. Clean windows

B. Washing cars, etc. - Interior Work

1. Procedure
   a. Empty ashtrays
   b. Clean floors with whiskbroom
   c. Vacuum and dust interior
2. Equipment
   a. Vacuum cleaner
   b. Whiskbroom
   c. Broom
3. Materials
   a. Window cleaning fluid
   b. Car deodorant spray

C. Waxing

1. Procedure
   a. Remove road film
   b. Clean and polish chrome trim
   c. Apply heavy coatings of paste
   d. Polish waxed areas by hand or buffer
   e. Hand-wax window trim and instrument panel
   f. Clean white sidewalls

2. Equipment
   a. Hand buffer
3. Materials
   a. Paste wax
   b. Chamois
   c. Polishing cloths

D. Tire repairing

1. Procedures
   a. Use hand and hydraulic jacks
   b. Remove and replace hub caps
   c. Remove and install tires
   d. Check tubes for leaks
   e. Inflate tires
   f. Rotate tires
   g. Repair tubes
   h. Repair casings
   i. Balance tires
   j. Use mechanical tire changers
2. Equipment
   a. Automatic passenger-car tire changer
   b. Water tank, leak tester
   c. Lug wrenches--4-way
   d. Tire pressure gages
   e. Tire valve tools
   f. Service jacks, floor type, 2-ton
   g. Hydraulic jacks, 1½-ton
   h. Stationary jacks, 2-ton
   i. Air compresser
   j. Air hose with attachment, heavy duty
3. Materials
   a. Tubeless-tire repair kit
   b. Rubber mallets
   c. Tire-repair materials

E. Battery

1. Procedures
   a. Clean cables and check water level
   b. Test general condition--hydrometer and voltage tester
   c. Replace cables
   d. Replace hold-downs
   e. Replace batteries
   f. Check ground cables
2. Equipment
   a. Battery charger, 6-12 volt
   b. Portable fast charger
   c. Battery tester, voltage
   d. Water-servicing outfits

3. Materials
   a. Wire bristle brushes
   b. Friction tape
   c. Emery cloth

F. Radiator

1. Procedures
   a. Check water level and antifreeze
   b. Drain, flush and fill
   c. Replace worn or damaged hoses
   d. Solder leaks in case
   e. Use soldering iron
   f. Test thermostats
   g. Remove and install radiators
2. Equipment
   a. Antifreeze tester
   b. Thermometer, 200° F.
   c. Pressure tester
   d. Thermostat tester
   e. Flush gun
3. Materials
   a. Funnels
   b. Radiator stop-leak
   c. Radiator hose
   d. Thermostats
   e. Antifreeze
   f. Fender covers

G. Lubrication

1. Procedures
   a. Read and interpret factory charts, manuals and diagrams
   b. Prepare job tickets
   c. Check odometer reading against special mileage services
   d. Change motor oil
   e. Lubricate chassis
   f. Check automatic transmission
   g. Inject grease into units by hand or compressed-air powered grease guns
   h. Replace oil and air-cleaner filters
   i. Spray leaf springs with lubricant, using spray gun
2. Equipment
   a. Grease guns
   b. Drainmobile
   c. Hydraulic lift, single-post
   d. Hydraulic lift, two-post
   e. Workbenches, 60" x 30"
   f. Tool-tote carts
   g. Extension cords

3. Materials
   a. Oil--several grades
   b. Lubricants
   c. Brake fluid
   d. Transmission fluid
   e. Bearing grease
   f. Differential oil

H. Mufflers

1. Procedures
   a. Remove and install mufflers
   b. Remove and install tailpipes
2. Equipment
   a. Pneumatic tool with cutting bit
3. Materials
   a. Clamps

I. Shocks

1. Procedure
   a. Remove and replace shocks
2. Equipment
   a. Socket wrenches
3. Materials
   a. Nuts and bolts, etc.

J. Small engine repair

1. Procedures
   a. Disassemble engines
   b. Check fuel system
   c. Check magneto ignition, set gaps
   d. Inspect parts
   e. Reassemble engine
   f. Adjust linkage, carburator, etc.
   g. Read and interpret factory charts and manuals
   h. Order parts for engines
   i. Repair recoil starter system
2. Equipment
   a. Bench vises
   b. Exhaust system
   c. Benches
   d. Fire extinguishers, CO_2
   e. Tools, etc.
3. Materials
   a. Gasoline
   b. Oil
   c. Funnels
   d. Oil cans, gasoline can, etc.

K. Telephone

1. Learn answering techniques
2. Learn voice control
3. Use short and exact sentences

L. Cash register

1. Count money
2. Use correct finger and hand motions
3. Make change for money tendered
4. Total tape and register money balance

M. Seat cover installer

1. Procedures
   a. Fit and install automobile seat covers and tops
   b. Remove and replace automobile seats
   c. Measure seat
   d. Determine amount of material required
   e. Cut material
   f. Use shears
   g. Secure completed covers
   h. Use tacks, staples and pliers
   i. Operate heavy-duty sewing machine
   j. Adjust or replace seat springs
2. Equipment
   a. Heavy-duty sewing machine
   b. Shears
3. Materials
   a. Fabrics
   b. Thread

TRANSPORTATION

Suggested Practical Work Experiences

Students will do the following:

- Polish car by hand or machine
- Replace oil filter and change oil
- Repair tires
- Vacuum inside of car
- Wash school bus
- Disassemble lawn mower
- Replace spark plugs
- Replace headlights
- Change tires

TRANSPORTATION

Suggested Equipment

GENERAL SHOP AREA

Hydraulic lift, single post
Hydraulic lift, two post
Foreman's desk, with pigeon hole, drawer and cabinet
Workbench with locker beneath, wall type
Workbenches, 60" x 30"
Storage cabinet with drawers for small parts
Hot water tank
Air compressor
Drinking fountain
Wallboard for small tools 3/4" x 4' x 8'
Bench vises, swivel base, 4" jaws
Fire extinguishers, CO_2
Gasoline pump
Credit card outfit
Trouble lights with lamp protectors, 25'
Extension cords, heavy duty, 25'
Air hose, rubber covered, heavy duty with nozzles and quick-change fitting, 25'
Service jacks, floor-type, 2-ton
Hydraulic jacks, 1½ ton
Stationary jacks, 2 ton
Stock carts
Tool-tote carts
Fender covers
Waste basket, 30 gal.
Trash cans, 50 gal.

LUBRICATION SERVICE AREA

Gear lubricant dispenser
Drainmobile
High pressure lubrigun
Lever-type grease guns
Hydraulic pump oilers, 1 pt.
Oilers, straight nozzle, 1/3 pt.
Oil measures, flexible spout, 1 qt.
Oil measures, flexible spout, 4 qt.
Funnels, miscellaneous sizes
Can spouts, curved
Can spouts, straight
Pistol oilers, 6 oz.
Transmission oil filler tubes and funnels
Wheel bearing packer
Drain plug wrenches

Wheel bearing washer
Grease bar
Universal wheel puller
Drift punches
Diagonal cutting pliers
Brake fluid dispensing outfit
Socket wrench, 3/16"
Socket wrench, ¼"
Socket wrench, 5/16"

BATTERY SERVICE

Battery charger, 6-12 volt
Portable fast charger
Battery tester--voltage
Terminal puller
Wire bristle brushes, battery hook, nose-tip pliers
Terminal spreader and cleaners
Post and terminal cleaners
Booster cables (heavy duty)
Water servicing outfits
Hydrometers
Battery carriers

TIRE SERVICE

Passenger car tire changer
Water tank leak tester
Four-way lug wrenches
Impactool with ½" square socket drive
Tire pressure gages (one-120 lb.)
Tire valve tools
Electric vulcanizer
Cam bead breaker
Spoon-type tire irons (straight 24")
Tubeless tire repair kit
Spoon-type tire irons (curved 24")
Lock ring removers, 20"
Driving iron (heavy duty 12")
Rubber mallets, 2 lb.

RADIATOR SERVICE

Antifreeze measure, 1 gal.
Antifreeze tester
Draincock opener
Flush gun
Thermometer, 200° F.
Funnels, small
Water can (long spout)
Pressure tester
Thermostat tester

WASHING, POLISHING, WAXING

Fender brushes
Wheel brushes
Turkish towels
Chamois
Sponges
Water pails, 12 qt.
Polishing cloths
Whiskbrooms
Vacuum cleaner

SMALL TOOLS

Putty knives (1¼")
Electric testing tool
Window spray guns
Spark plug gapping tool
Spark plug gage
Sockets ½" sq. drive, 7/16" to 15/16"
Swing head handles, ½" sq. drive
Ratchet handles, ½" sq. drive
Box end wrenches, 3/8" x 7/16" to 1¼" x 1 3/16"
Hand drills, ¼" capacity
Assortment of metal files
Universal joint, ½" square drive
Torque wrenches, ½" square drive
Open end wrenches ½" x 9/16" to 1 1/16" x 1¼"
Pipe wrench, 12"
Utility pliers, 7"
Multigrip pliers
Needle nose pliers, 7"
Cold chisel, 3/8"
Cold chisel, 3/4"
Lock wrenches, 7"
Button-type blow guns
Screwdrivers, stub
Screwdrivers, 4", 8", 12"
Screwdrivers, Phillips, 4", 6", 8"
Hammers, ball-pein 1#, 2#
Hammer, cross-pein 3#
Hacksaw frame (adjustable)
Emergency gosoline can
Wire scratch brushes
Flashlights, 2 cell
Ezy-outs
Offset screwdrivers
Offset screwdrivers, Phillips

TRANSPORTATION

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AREA VI - DISTRIBUTION & SALES

This occupational area is concerned with sales and distribution of goods. The work involves personal contact with customers, such as: furnishing prices on items of merchandise, examining merchandise, crediting customers' accounts and keeping the stock in order on the shelves.

GENERAL OBJECTIVES:

1. Students will develop an understanding and appreciation of work.
2. Students will develop social competencies for sales work, such as getting along with others, respect for authority and rules and regulations.
3. Students will develop personal skill, accuracy, endurance and punctuality as related to sales work and stock work.
4. Students will develop skill in the use of tools of sales and retailing.
5. Students will obey and understand appropriate safety and health rules related to this occupational area.

RELATED JOBS:

Cashiers	Fuels
Food checker	Sporting goods sales
Horticulture sales	Driver's helper
Shoe sales	Stock boy
Clothing sales	Inventory clerk
Counter clerk, hardware store	Drug store sales

DISTRIBUTION & SALES

Basic Skill Areas

A. Stockhandling

1. Unload vehicles (van, panel trucks, flat bed trucks)
2. Load vehicles
3. Lift and carry packages properly
4. Use labor saving devices
   a. Hand carts
   b. Hydraulic lift jacks
   c. Dolly
   d. Ramps
   e. Roller wheels
5. Stock merchandise in storage
   a. By code number
   b. By merchandise type

B. The stocking of shelves and counters

1. Prepare merchandise for display
   a. Clothing
   b. Boxed materials
   c. Canned goods
   d. Perishables
2. Prepare shelves for merchandise
3. Make attractive displays for merchandise

C. Inventories and stock control

1. Introduction to inventories and stock control
2. Methods of conducting inventories
   a. Count cases or cartons
   b. Count individual items
   c. Count total units in stock
   d. Check for damaged goods
3. Define units
   a. Package
   b. Carton
   c. Set
4. Proper use of inventory sheet
   a. Credit
   b. Debit
   c. On order
   d. Discontinued
   e. Back order

D. Wrapping and packing

1. Use of paper
   a. Fold for packing
   b. Cut and size for packing
2. Use of string and knots
3. Special handling for fragile items
4. Special care for glass items
5. Special care for perishable items
6. Gift wrap
   a. Color schemes of paper
   b. Special occasion paper
   c. Proper use of boxes
   d. Use of special ribbons, bows and ties
7. Use of automatic tape machine
   a. Manual
   b. Power operated
8. Use of stencil and templates
   a. Address packages
   b. Label merchandise in boxes

E. Special grocery packing techniques

1. Grocery bag packing
   a. Weight of merchandise
   b. Separation of merchandise
   c. Special handling of items
      1) Frozen foods
      2) Fruits
      3) Glass bottles
      4) Heavy cans
2. Grocery box packing
   a. Heavy items on bottom
   b. Perishable items wrapped with special care
   c. All items fit well inside box

E. Stamping and pricing merchandise

1. Use of adjustable marker
   a. General operation
   b. Change prices
2. Use of manual stamp marking set
3. Use of drymarker

G. Use of box-opening tools

1. Cutting knives--safety precautions
2. Razor blades--safety precautions
3. Grocery axe--safety precautions

H. Operation of cash register (manual and electric)

1. Use correct finger and hand positions
2. Locate and identify keys
3. Use the correct lever
4. Clear the register
5. Financial transaction of sales
   a. Make change from money tendered
   b. Use credit slips on register
6. Tape totals and register money balances

I. General cleaning in the retailing areas

1. Floors
   a. Sweep floors
   b. Clean floors and apply waxes
2. Dust
   a. Displays
   b. Merchandise
   c. Employee lounge
3. Clean windows and glass
   a. Cleaning agents
4. Clean hardware
   a. Apply materials
   b. Polish metals
5. Scrub and mop floors
   a. Types of mops
   b. Types of pails
   c. Types of cleaning agents
6. Ventilate and light properly

DISTRIBUTION AND SALES

Suggested Practical Work Assignments

The students will:

1. Develop and plan a school store
2. Develop a system for stock inventory
3. Purchase supplies for the school store
4. Prepare advertising copy for a sale
5. Determine the items and their prices for this sale
6. Serve as cashier, clerks, etc. during this sale

DISTRIBUTION AND SALES

Suggested Equipment

Cash register
Adding-listing machine
Liquid duplicator
Long-carriage typewriter
Signmaking machine
Tape-binding machine
Mimeograph machine
Mannequin
"T" stands, forms and heads

AREA VII - CONSTRUCTION TRADES

This division includes occupations concerned with fabricating, erecting, installing, painting, and repairing working structures, and the use of hand or portable power tools.

GENERAL OBJECTIVES:

1. Students will use power tools of this area.
2. Students will use hand and power tools safely.
3. Students will develop proper attitudes and habits related to this field.
4. Students will develop an appreciation of the position and responsibilities of the Construction Trade areas.

RELATED JOB AREAS:

Welder-machine feeder
Solder-machine operator
Welder's helper
Electrician's helper
Wireman's helper
Antenna installer
Elevator construction helper
Mason's helper
Painter's helper
Carpenter's helper
Bricklayer's helper
Roofer's helper
Plumber's helper

CONSTRUCTION TRADES

Basic Skill Areas

I. CARPENTER'S HELPER

A. Skills

1. Use measuring and layout tools
   a. Folding rule
   b. Steel tape
   c. Squares
   d. Marking gage
   e. Level
2. Use cutting tools
   a. Chisels
   b. Planes
   c. Saws
   d. Scrapers
   e. Files
3. Use holding tools
   a. Handscrews
   b. Box clamps
   c. C-clamps
   d. Vises
   e. Pliers
   f. Pincers
4. Use fastening tools
   a. Screwdrivers
5. Use pounding tools
   a. Hammers
   b. Mallets
   c. Hatchets
6. Use portable tools
   a. Power hand circular saw
   b. Belt sander
   c. Electric drill
7. Use stationary power tools
   a. Band saw
   b. Drill
   c. Jointer

B. Equipment

1. Band saw
2. Electric finishing sander
3. Circular saw
4. Jointer

C. Materials

1. Hardware
2. Building lumber, millwork, moldings, etc.
3. Stains, shellac, etc

II. MASON'S HELPER

A. Skills

1. Cut, chip and fix in position concrete blocks and brick
2. Mix mortar by hand or by mixing machine
3. Dig out footings
4. Carry brick, stone or mortar to workers by hand or by wheelbarrow
5. Stack brick or stone on ground
6. Deposit mortar on mortar board
7. Clean finished walls by use of water or chemicals
8. Float freshly laid concrete
9. Level freshly poured concrete, using screed
10. Rub screeded surface with hand- or long-handled float

B. Equipment

1. Cement mixer
2. Wheelbarrow
3. Level
4. Ruler

C. Materials

1. Stove
2. Sand
3. Cement
4. Bricks
5. Cinder blocks

III. PLUMBER'S HELPER

A. Skills

1. Use plumbing tools
2. Repair or replace plumbing fixtures
3. Repair water faucets
4. Install washers in taps
5. Cut and thread pipe
6. Operate pipe-threading machine
7. Bend pipe to required angle by use of pipe-bending machine
8. Join pipes by use of screws, bolts, fittings, or solder

9. Caulk joints
10. Solder joints in copper tubing
11. Open clogged drains
12. Carry materials and equipment
13. Cut or drill openings in walls for pipes
14. Melt lead in plumber's furnace

B. Equipment

1. Pipe-bending machine
2. Pipe-threading machine
3. Pipe cutters
4. Ruler
5. Drill

C. Materials

1. Pipe
2. Washers
3. Various pipe joints
4. Drain cleaners
5. Plumber's snake

IV. ELECTRICIAN'S HELPER

A. Skills

1. Use common electrician's tools
2. Measure, cut and bend wire
3. Use ruler and handtools
4. Drill holes for wiring, using hand or power drill
5. Assist in lifting, positioning and fastening objects
6. Replace fuses
7. Replace light bulbs
8. Replace light switches
9. Keep supplies and parts in order
10. Disassemble motors

B. Equipment

1. Power drill
2. Hacksaw
3. Wire-cutter

C. Materials

1. Wire

2. Fuses, light bulbs, light switches
3. Switch boxes
4. Handtools

V. WELDER'S HELPER

A. Skills

1. Move workpieces, tools and supplies manually or by handtruck
2. Lift, move and hold workpieces
3. Use hoist, pry bars, wrenches, hammers, and wedges
4. Clean workpieces to remove impurities
5. Use wire brush, portable grinder, and hand scraper
6. Place workpieces into furnace to preheat them
7. Remove tags or marks and move finished work
8. Pick up scrap and sweep work area
9. Perform basic welding, brazing

B. Equipment

1. Grinder

VI. PAINTER'S HELPER

A. Skills

1. Arrange and assemble scaffolding units or ladders
2. Place drop cloths
3. Fill cracks, crevices and holes with putty, plaster or other materials
4. Move furniture from work area
5. Clean brushes and equipment by immersing in soap and water, turpentine, or other solvent
6. Move materials to work area, using hand truck or dolly
7. Fill containers with prescribed quantities of paint and thinner
8. Prepare area to be painted
   a. Remove old paint
   b. Sand area
   c. Scrape area
   d. Burn area

9. Apply masking tape
10. Apply paint
    a. Mix colors
    b. Match colors
    c. Apply by brush
    d. Apply by rollers
    e. Apply by spray gun

B. Equipment

1. Ladder and accessories
2. Trestles and planks
3. Wood and metal scaffolds
4. Scrapers
5. Blow torch
6. Brushes
7. Rollers
8. Spray outfit, complete with air compressor, hose, etc.
9. Drop cloths

C. Materials

1. Sandpaper
2. Plaster
3. Paste
4. Steel wool
5. Indoor paint--oil base and latex base
6. Outside paint--oil base and latex base
7. Lacquer
8. Varnish, stain, shellac
9. Thinners

CONSTRUCTION TRADES

Suggested Practical Work Assignments

Students will do the following:

1. Replace washers on faucets
2. Replace plunger on toilet
3. Wire a lamp
4. Install a light switch
5. Run wire from box to fixture
6. Locate and service sewer traps
7. Work on clogged sinks
8. Thread pipe
9. Install and sweat copper fittings
10. Mix cement
11. Use wheelbarrow
12. Paint by brush and roller
13. Climb ladders for various jobs
14. Prepare surfaces for painting
15. Cut wood into different sizes
16. Make all types of joints
17. Fasten wood by use of screws, nails, glue, etc.
18. Hang shingles, replace shingles, etc.
19. Pre-fabricate a small building
20. Build and assemble frames
21. Install partitions, using studs and sheetrock
22. Do minor repairs on buildings
23. Repair sagging or binding doors
24. Repair and maintain floors
25. Install glass in windows, doors and partitions
26. Replace damaged ceiling tile
27. Install window shades, venetian blinds, curtain rods, wall fans

CONSTRUCTION TRADES

Suggested Equipment and Supplies

CARPENTRY

Equipment

Hand tools (hammers, planes, saws, chisels, screwdrivers, braces)
12" Circular saw
12" Radial saw
8" Jointer
15" Drill press
7" Grinder
24" Scroll saw
24" Disc sander
Belt sander
14" Bandsaw
1 Buffer
2 Woodworking benches, size 64" long, 50" wide, 33¾" high, having a 2¼"-thick maple top
Ladders
Saw horses
Portable circular saw
Tool storage cabinet
Floor finishing machine
Electric drill, ¼"
Electric drill, ½"

Supplies

Lumber, various sizes
Hardware for doors
Sandpaper, various
Nails, various
Screws, various

PAINTING AND DECORATING

Equipment

Paint mixer
Air compressor, etc.
Pressure-type paint roller
Spray outfit
Ladders and accessories

Trestles and planks
Wood and metal scaffolds
Blow torch
Step ladder 6', 8'
Extension ladder
Brushes
Scrapers
Putty knives

Supplies

Paints
Varnishes
Paint removers
Sandpaper

PLUMBING

Equipment

Power pipe-threading and cutting machine
Hydraulic bending machine
Oxy-acetylene welding equipment
Pipe vise and stand
Electric drill
Lead-melting pot
Bin storage
Pipe storage rack
Gas welding bench with ventilating hood
Tool storage cabinet
2 General work benches 42" x 96" with vises
Torch

Supplies
Pipes, various
Tubing
Fittings (tees, elbows, sleeves, etc.)
Steel wool
Washers
Lead

MASONRY

Equipment

Hose
Cement mixer

Mortar box
Tool storage cabinets
Mason's wheelbarrow
Hardware storage cabinets
Shovels
Trowels

Supplies

Cement

CONSTRUCTION

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AREA VIII - HEALTH SERVICE

This area includes training in those areas of employment related to health and hospital occupations.

GENERAL OBJECTIVES:

1. The student will develop a knowledge and appreciation of the allied health careers.
2. The student will develop the basic skills necessary to work in the allied health occupations.
3. The student will have practical experiences in the health occupations.

RELATED JOB AREAS:

Nurses Aide
Orderly
Dietary aid
Recreation assistant
Kitchen worker
Laundry worker
Porter
Dishwasher
Operating room attendant
Security guard
Receptionist
Cashier

HEALTH SERVICE

Basic Skill Areas

A. Understanding the various kinds of hospitals

1. State
2. City
3. Nursing homes
4. Private
5. Church-supported
6. Army

B. The various hospital departments

1. Dietary
2. Pharmacy
3. Nursing service
4. Central supply room
5. Social service
6. Physical therapy
7. Physicians

C. Safety rules for the hospital

1. Being safety conscious
2. Fire rules
3. First aid

D. Responsibilities of various health service jobs

1. Relationship to other hospital jobs

E. Personal conduct

1. General personal rules

F. Answering the telephone

1. Taking messages
2. Delivering messages

G. Personal hygiene

H. Bedmaking

1. Unoccupied bed
2. Occupied bed

I. Care of patient's unit after discharge

1. Care of bed and bedside stand
2. Care of bedside equipment
3. Use of water sanitizer in utility room

J. Transfer techniques

1. Bed to chair and return
2. Bed to wheelchair and return
3. Bed to stretcher and return

K. Food service

1. Serve meal trays
2. Feed patients unable to feed themselves
3. Remove meal trays
4. Record intake (stress accuracy)
5. Hospital diets
   a. Routine diets
   b. Special diets (responsibilities in this regard)
6. Serve fresh drinking water

L. Elimination

1. Assist the patient with a bedpan and urinal
   a. Remove patient from same
   b. Care of bedpan and urinal after use
2. Care of urinary drainage equipment
3. Collecting specimens
   a. Routine urinalysis
   b. 24-hour urine specimen
   c. Routine stool specimen
   d. Sputum
   e. Vomitus

M. Routine morning care for patients

1. Bathe the patient (complete and partial baths)
   a. The ambulatory patient
2. Mouth care
   a. Care of teeth and dentures
   b. Mouthwash and its use
   c. Special mouth care
3. Give a good backrub

4. Care of the hair on a daily basis
5. Care of equipment after use
6. Tidy the patient's unit after morning care

N. Comfort and safety devices

1. Use of rubber ring
2. Use and care of lamb's wool
3. Use and application of bed cradles
4. Use and application of side rails
5. Use and application of restraints (wristlets, anklets, and waist restraint)

O. Taking T.P.R.'s

1. Procedure
2. Record T.P.R.'s in book
3. Care of thermometers after use
4. Importance of accuracy

P. Admitting patients

1. The admission procedure
2. The admission check-list
3. Dispose of valuables and drugs belonging to the patient

Q. Preoperative care of patients

1. Surgical "prep" of area
2. The enema procedure
   a. Cleansing enema (soapsuds or disposable)
   b. Oil-retention enema (until clear return)
3. Dietary restrictions, if any

R. Postoperative care of patients

1. Positioning
2. Ambulation
3. Application of heat and cold
4. Application of abdominal binder
5. Application of elastic stockings and Ace bandages
6. Diet as ordered (importance of)
7. Rectal treatments
   a. Insertion of rectal tube
   b. Insertion of suppository
   c. Sitz bath

S. Taking blood pressure

1. The procedure itself
2. Recording B.P. reading on card or in book
3. Care of equipment after use
4. Importance of accuracy

T. Caring for orthopedic patients

1. Care for a patient in a body cast
2. Care for a patient in traction

U. Protective care (isolation techniques)

1. Types of protective care and rationale
   a. Surgical
   b. Medical
2. Gowning, gloving, and masking
3. Care of equipment and linen after use
4. Precautionary measures

V. Assisting with postmortem care

1. The procedure
2. Policies regarding postmortem care

W. Afternoon and evening care

1. Rationale
2. Components

X. Team relationships in nursing

1. Film and discussion
2. Team assignments

HEALTH SERVICE

Suggested Practical Work Assignments

The students will:

1. Work as volunteers in the local hospital
2. Work for a nursing home as a volunteer
3. Visit a variety of hospitals
4. Give a party for a group of disabled veterans
5. Work as messengers for the school nurse

HEALTH SERVICE

Suggested Equipment and Supplies

Equipment

Foster hospital bed and mattress
#13790-05V Vollrath solution basin
#13686-02 Vollrath emesis basin
#13504 Bedpan
#1344025 Tomac urinal
Life-size dummy with body cavities
#56741 Tomac overbed table
B.D. utility manometer
Stethoscopes - Bowles type
Step-on disposal basket, stainless steel
Bedside chair, Tomac
Surgical stretcher #60005 economy and pad
Pr. sides for Bed #56310-042, Thriftline
Adult-size roll
Baby-size roll
Infant scale

Supplies

12 Clinical thermometers, oral
12 Clinical thermometers, rectal
2 Dacron pillows
6 Sheets, heavy-duty linen
12 Pillow cases, heavy-duty linen
12 Bath towels
Assorted bandages, dressings and tape
Paper products, cups, tissues, etc.
Uniforms and gowns

HEALTH SERVICE

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AREA IX - HORTICULTURE AND FLORICULTURE

This occupational area is concerned with performing services in the fields of Horticulture and Floriculture. It includes working in a greenhouse or with outside planting, weeding, spraying, pruning, fertilizing, transplanting, mixing soil, and keeping flowers.

GENERAL OBJECTIVES:

1. The student will develop a knowledge and appreciation of the field of horticulture.
2. The student will develop the basic skills necessary to work as a gardener or nurseryman helper.
3. The student will develop the basic skills necessary to work as a flower arranger.
4. The student will receive practical experience in gardening and nursery work, leading to a saleable skill.

RELATED JOB AREAS:

Nursery worker
Nursery laborer
Groundskeeper
Landscaper
Ornamental horticulture worker
Floriculture worker

HORTICULTURE AND FLORICULTURE

Basic Skill Areas

A. Occupational information

1. Types of jobs
2. Location of jobs
   a. Local
   b. State
   c. Federal

B. Introduction to soils

1. Sandy soil
2. Clay and shale
3. Loam

C. Fertilizers and soil conditioners

1. Types of fertilizer
   a. Acid
   b. Alkaline
2. Peat moss
3. Lime
4. Manure
5. Leaf mulch
6. Bark mulch

D. Gardening tools, their use, maintenance, and care

1. Shovels
   a. Long-handled
   b. D-handled
   c. Square-nosed
2. Rakes
   a. Heavy-duty rakes
   b. Light rakes
      1) Metal
      2) Bamboo
3. Hoes and related tools
   a. Garden hoe
   b. Grubbing hoe
4. Insecticide sprayer
   a. Hose-connecting types
   b. Hand-operated pump type

E. Miscellaneous equipment

1. Post-hole augers
2. Wheelbarrow
3. Sprinkler
4. Lawn roller

F. Gardening techniques

1. The cutting of grass
   a. Methods
   b. Times to cut
2. Pruning of trees and shrubs
   a. Methods
   b. Tools to be used
   c. Times of year
3. Preparation of soils for planting
   a. Plowing
   b. Cultivating
   c. Aerating
   d. Applying fertilizer and lime
4. Preparation of soil and shrubs for winter
   a. Protective measures
   b. Use of peat moss and mulches
5. Transplanting plants
   a. Methods
   b. Best times
6. Seeding
   a. Methods
   b. Proper times
   c. Types of seeds for specific purposes
7. Sodding
8. Watering and lawn care
   a. Use of hose
   b. Use of sprinkler system
   c. Mowing of lawn
   d. Fertilizing
9. Potting plants
   a. Methods
   b. Best times

G. Cutting tools--use, care, and maintenance

1. Hedge clipper
   a. Electric
   b. Manual
2. Trimming shears
   a. Electric
   b. Manual
3. Pruning shears
4. Lopping shears
5. Axe
6. Pruning saw
7. Weed cutter

H. Power equipment

1. Lawnmower
   a. Reel type
   b. Rotary type
2. Thatcher
3. Turf aerator
4. Lawn edger
5. Rototiller

I. Insecticides

1. Powder types
2. Prepared solution
3. Aerosol--pressurized prepared solution
4. Spray

J. Dispersing--spreader equipment

1. Commercial spreaders
   a. Push--top-loading types
   b. Cannister--hand-operated type

K. Flower arrangement

1. General principles
   a. Shape
   b. Form
   c. Position
   d. Color
2. Construction of arrangements
   a. Principles of arrangement and design
   b. Mechanical features
   c. Arrangements of social flowers
   d. Styles--uses
3. General and specific decoration
   a. Season
   b. Hall
   c. Home
   d. Church
4. Materials
   a. Floral
   b. Greens and foliage
   c. Containers
   d. Accessories
5. Corsages
   a. Types
   b. Construction
   c. Materials

6. Miscellaneous
   a. Fences
   b. Walls
   c. Patios
   d. Terraces
7. Drainage

HORTICULTURE AND FLORICULTURE

Suggested Practical Work Experience

The students will:

1. Make an agreement to do a maintenance job
2. Plant and replant shrubs; transplant seedlings; pot and repot plants
3. Learn to identify a considerable number of plants
4. Label plants
5. Measure a home and lot
6. Prepare for market and actually sell nursery stock
7. Maintain a greenhouse heating system
8. Use spraying and dusting equipment
9. Maintain the school grounds
10. Visit a local landscape project in progress
11. Mark income and expense records for their own projects

HORTICULTURE AND FLORICULTURE

Suggested Equipment and Supplies

TOOLS

- Assorted shovels
- Heavy-duty rakes
- Light rakes
- Lawn broom
- Garden hoe
- Hedge clipper
- Pruning shears
- Weed cutter
- Thatcher
- Lawn edger
- Sledge hammer
- Pick and hoe

MACHINERY

- Rototiller
- Small garden tractor
- Reel-type lawn mowers
- Rotary-type lawn mowers
- Hammer-knife type mower
- Power edge trimmer
- Power tree and shrub sprayer
- Power tiller
- Power post-hole digger
- Floor-level exhaust system for interval combustion service area
- Valve refacer and seat grinder
- Power vacuum cleaner

PORTABLE EQUIPMENT

- Hand reel-type mower
- Fertilizer spreader
- Lawn roller
- Grass trimmer
- Chain saw
- Hand-operated pump
- Pressure sprayer
- Wheelbarrow
- Electric hedge trimmer
- Turf aerator

Hoses
Lawn sprinklers
Small dump-type cart (1 cu. yd.)

SUPPLIES

Fertilizers
Herbicides
Pesticides
Peat moss
Mulch materials
Limestone
Topsoil

HORTICULTURE AND FLORICULTURE

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AREA X - MISCELLANEOUS SERVICE OCCUPATIONS

This area includes those areas of employment not included in other service areas.

OBJECTIVES:

1. The student will develop a knowledge and appreciation of the service occupations.
2. The student will develop basic skills necessary to work in the service occupations.
3. The student will receive practical experience in the service occupations.

RELATED JOBS:

Hospital worker
Day worker
Laundryman/woman
Maid
Nursemaid
Houseman
Baggage porter
Bellman
Room service clerk
Caddie
Usher, ticket taker
Child care attendent
Laundry laborer
Dry cleaning
Presser
Porter

MISCELLANEOUS SERVICE OCCUPATIONS

Basic Skill Areas

A. Hotel worker

1. Bellhop
   a. Greet guests
   b. Carry baggage
   c. Locate room in building
   d. Settle guests into room
2. Desk clerk
   a. Greet guests
   b. Locate reservation
   c. Answer phone calls
   d. Take messages
   e. Assign room to guest
3. Maid--porter
   a. Locate guest's room
   b. Clean guest's room
      1) Sweep
      2) Dust
      3) Vacuum
      4) Clean ash trays
      5) Disinfect room
   c. Change beds
   d. Make beds
   e. Pack and unpack
   f. Replenish guestroom supplies
   g. Fold linen and clothing

B. Dry-cleaning worker

1. Dry-cleaning equipment
   a. Operate equipment
   b. Safety
2. Garments
   a. Separation of garments
   b. Pre-spot process
   c. Dry-cleaning cycle
3. Care of solvents
   a. Storage regulations
   b. Safety regulations
4. Spotting equipment

C. Laundry worker

1. Work precautions
2. Proper methods of using equipment

3. Soap--its purpose and use
4. Bleach--its use
5. Synthetic detergent
6. Water supply and conditioning
7. Separation of garments
   a. Use of:
      1) Tables
      2) Rinse tubs
      3) Brushes

D. Child care attendent

1. Introduction to the care of children
   a. Child growth
   b. Meeting emotional needs
2. Feeding children
   a. Prepare food
   b. Follow a schedule
   c. Clean up
3. Recreation
   a. Make good use of time
   b. Suggested activities
      1) Games--outdoor, indoor
      2) Coloring
      3) Painting
      4) Arts and crafts
      5) Group activities
      6) Single activities
4. Safety procedures in child care
5. Simple first aid
6. Answering the phone

E. Golf course attendent--caddy

1. Proper methods of lifting
2. Clean clubs
3. Place the flag
4. Carry the golf clubs
5. Hand clubs to golfer

F. Switchboard operator

1. Types of switchboards
2. Incoming calls
3. Local calls

MISCELLANEOUS SERVICE OCCUPATIONS

Suggested Practical Work Experience

The students will:

1. Role-play the following jobs:
   Hotel desk clerk
   Bellhop
2. Sell tickets to school events
3. Operate the school switchboard
4. Serve as guides for school events
5. Work as aids in the elementry school
6. Act as messengers
7. Clean and prepare a room for a hotel guest
8. Work in a dry-cleaning establishment
9. Use a clothes washing machine
10. Help in a child care center
11. Practice simple first aid on each other

MISCELLANEOUS SERVICE OCCUPATIONS

Suggested Equipment

Mops
Brooms
Pails
Luggage
Vacuum cleaner
Luggage cart
Cleaning cart
Feather duster
Dry-cleaning equipment
Floor polisher
Mail and key rack
Billing machine
Room furniture
Mirror
Dryer, washer, dishwasher
Hand iron

MISCELLANEOUS SERVICE OCCUPATIONS

References

Hotel Training--Florida State Board for Vocational Education

1965 Trends in the Hotel-Motel Business, Harris, Kerr, Foster & Co.

A Handbook on Quantity Food Management, Burgess Publishing Co.

Professional Restaurant Service, McGraw-Hill Book Co.

Hotel Front Office Management and Operation, Wm. C. Brown Co.

Modern Hotel Management, W. H. Freeman & Co.

Fundamentals of Hotel Law, Ronald Press Co.

Quantity Food Purchasing, John Wiley & Sons

Study Guides--Educational Institute of the American Hotel & Motel Association, Operations Division

Quantity Cooking--Basic Skills, Delmar Publishers

Food Service Industry, U.S. Department of Health

Training Restaurant Sales Personnel, U.S. Department of Education

Hospitality--Suggested Guide for a Training Course; *Dry Cleaning and Pressing-- Suggested Guide for a Training Course*, N.J. Division of Vocational Education Curriculum Laboratory, Rutgers University, Kilmer Campus, New Brunswick, N.J.

PERSONAL AND SOCIAL ADJUSTMENTS

Having knowledge and skills in the technical aspects of a job only partly prepares a person for work.

This unit is designed to accomplish two major objectives: (1) to equip the students with those understandings and insights which are required for success on a given job in conjunction with technical ability, and (2) to provide a practical setting for the instructor, be he the vocational teacher or the classroom teacher, for the teaching of work-related skills.

It is much more meaningful and relevant to teach math, science, English, and history using the everyday encounters of his chosen vocation than it is to use the traditional textbook approach.

Using this realistic approach, the academic areas become more relevant to the student. The student perceives the need for these skills and has the interest in exploring and acquiring them.

OBJECTIVES:

The student will:

1. Learn how to choose a job
2. Acquire the skills necessary for securing a job
3. Learn how to get along with co-workers and employers
4. Learn how to budget
5. Learn meaningful arithmetic
6. Learn how to get a job

PERSONAL AND SOCIAL ADJUSTMENTS

Basic Skill Areas

A. Choosing a job

1. Fields of work
   a. Building trades
   b. Clerical
   c. Sales
   d. Bench work
   e. Service occupations
   f. Floriculture
   g. Automotive
   h. Food services
2. Qualifications and interests
3. Means of finding a job
   a. School placement
   b. Family and friends
   c. Employment agencies
      1) Private
      2) Public
   d. Government
      1) Municipal
      2) County
      3) State
      4) Federal
4. Newspaper
   a. Locating want ads
   b. Finding an appropriate job
   c. Following up a lead
5. Direct calling
   a. Using "Yellow Pages"
   b. Personal visits

B. Applying for a job

1. Applications
   a. Writing letter of application
   b. Filling out application form
   c. Knowing personal vital information (address, date of birth, etc.)
2. Interviews
   a. Preparing for interview
      1) Attitude
      2) Personal interview
      3) Have information about self on hand
      4) Go equipped--pen, social security card, work permit

5) Appearance
6) Research company's activity

b. Conduct at an interview
1) Arrive on time
2) Display good manners
a) Introduce self
b) Stand until requested to sit
3) Leave promptly
4) Answer all questions

c. What an interviewer looks for

d. Why people are rejected

C. Personal relationships on the job

1. Attitudes on the job
a. Accepts responsibilities
b. Respects others
c. Is willing to change
2. Employer's wants
a. Cooperation
b. Day's work for day's pay
c. Honesty
d. Dependability
e. Follow directions
f. Take orders
3. Getting along with co-workers
a. Getting acquainted
1) Ask questions
2) Be friendly
3) Start conversation
4) Introduce yourself to workers
b. Ask for help
c. Stay out of disputes

D. Following rules and regulations

1. Dress
a. Appropriate clothes for job
b. Keep uniforms clean and neat
2. Working hours
a. Be prompt
b. Do not idle away time
3. Sick leaves
a. Do not abuse sick leave
b. Whom to contact
c. Number of days available
4. Giving notice
a. Terminating your employment
b. Taking days off

E. Managing money

1. Wages
   a. Social security deductions
   b. Pension
   c. Blue Cross
   d. Overtime rate
   e. Withholding tax
2. Planning budget
   a. Know income--net pay versus gross pay
   b. Fixed expenses
      1) Taxes
      2) Rent
      3) Utilities
      4) Insurance
      5. Living expenses (food)
   c. Flexible expenses
      1) Clothes
      2) Gifts
      3) Entertainment
      4) Medical
      5) Transportation
      6) Laundry
3. Savings
   a. Kinds of banks
   b. Checking account
      1) Keeping an account
      2) Monthly statements
      3) Charges
   c. Savings account--interest
   d. Opening an account
   e. Withdrawal procedure
   f. Deposit procedure
   g. Loans

F. Time

1. Telling time
   a. Importance
   b. Need
   c. Knowledge of
2. Rate of pay
   a. Hourly rate
   b. Overtime
   c. Time and a half and double time
   d. Docked pay

G. Measurements

1. Linear measure
   a. Trades and industries which require it

b. Working knowledge of foot, inch, yard
c. Knowledge of fractions

2. Liquid measure
   a. Trades and industries which require it
   b. Knowledge of gallon, quart, pint
3. Dry measure
   a. Trades and industries which require it
   b. Knowledge of pound, ounces
   c. Knowledge of fractions (1/2 lb., 1/4 lb.,etc.)

H. Being a consumer

1. Buying clothes
   a. Planning for clothing
   b. Living within means
   c. Priority in clothing
      1) Work clothes
      2) Dress clothes
      3) Casual clothes
   d. Inventory needs
2. Buying a car
   a. Decision on need
   b. New vs. used car
   c. Buying according to income
   d. How to find car sales
   e. Financing
   f. Down payment
3. Comparative shopping
   a. Construction
   b. Function
   c. Cost
   d. Quality
   e. Service
   f. Reliability of store

I. Installment buying

1. Credit
   a. Purpose for it
   b. Need for it
   c. How to establish
   d. Types
      1) Bank
      2) Finance company
      3) Credit cards
      4) Charge accounts
2. Use of installment buying
3. Disadvantages of installment buying
4. Procedures and cautions in buying on time
5. Charges
   a. Calculating cost of credit
   b. Annual rate
   c. Monthly rate
   d. Percentages

PERSONAL AND SOCIAL ADJUSTMENTS

Suggested Practical Assignments

Students will:

1. Participate in simulated job interviews with invited personnel directors to conduct interviews
2. Make up a budget for a fixed sum of money
3. Be evaluated on employer-employee relationship
4. Be evaluated on employee-employee relationship
5. Practice finding a job, using newspapers
6. Visit employment agencies, public and private
7. Fill out application form for job
8. File for social security card
9. Investigate civil service examination booklets
10. Make out application for savings and checking accounts
11. Make out deposit and withdrawal slips
12. Maintain individual (simulated) checking accounts
13. Investigate proper dress for various occupations
14. Investigate unions as to their purpose and function
15. Discuss various benefits, such as social security, pensions, and hospitalization

PERSONAL AND SOCIAL ADJUSTMENTS

References

Workbooks:

Help Yourself to a Job, Part I and Part II, Finney Co.

Follett Publishing Co., Turner-Livingston Series,
1. *The Money You Spend*
2. *The Jobs You Get*
3. *The Person You Are*
4. *The Friends You Make*

Frank E. Richards
Getting Ready for Pay Day
Book 1 - Checking Account
Book 2 - Savings Account
Book 3 - Planning Ahead
I Want a Job
On the Job
After School Is Out
Al Looks for a Job
A Job at Last

Mafex Associates, Target Series,
Book 1 - Employment Phase

Science Research Associates
Charting Your Job Future
Rochester Reading Occupational Series

Hudson, M.W. & Weaver, A.A., *I Want a Job*

Books:

Channing L. Bete Co., Scriptographies,
About the Constitution
About Government
About Money and Banking
Social Security

Pruett Press, Inc., *Mathematics in Living*
Book 1 - Buying
Book 2 - Wages and Budgets
Book 3 - Banking

Filmstrips:

Eye Gate, Inc.

1. *The Job Interview*
2. *How To Use the Checkbook*
3. *Labor and Labor Unions*
4. *Taxes*
5. *Character Makes a Difference*
6. *Banking and Banks*

Filmstrip of the Month Series

Manner Means More Than Fun
Putting Your Aptitudes to Work
Building Self Confidence
Coping With Authority
How To Find a Job for Yourself
How To Get a Job and Keep It
When You Go to Work

SAFETY IN THE EMPLOYMENT ORIENTATION PROGRAM

GENERAL OBJECTIVES:

1. Students will learn the importance of safety.
2. Students will learn the correct safety procedures in the employment orientation program.
3. Students will understand the hazards involved in the routine handling of materials and machines.

Basic Skill Areas

One of the prime concerns of the employment orientation teacher must be the health and safety of the students. A safety education program for all aspects of the Employment Orientation must follow the standards of industry. Thus, the primary objective of this aspect of the program must be the prevention of accidents.

A. Accidents

1. How they happen
2. Why they happen
3. How to prevent them from happening

B. Safety programs in the school

1. Purpose
2. Procedure

C. Recognition of hazards

1. Inspection procedures

D. Safety programs in modern industry

1. Purpose
2. Procedure

E. Making the shop safe

1. The shop layout
2. Eye safety
3. Proper lighting
4. Fire prevention
   a. Inspection
   b. Prevention

5. Sanitation in the shop
   a. Need
   b. Procedure

F. Personal safety

1. Eye protection
   a. Purpose
   b. Methods
2. Proper clothing
   a. Purpose
   b. Types
3. Proper foot protection
   a. Purpose
   b. Types
4. Proper lifting

G. Machine guards

1. Purpose
2. Types
3. Maintenance

H. Safety with hand tools

1. Correct use of tools
2. Defective tools

I. Developing a pattern of safety

1. Safety awareness

J. Organization of a safety program

1. Safety rules
2. Giving safety information to others
   a. Protecting co-workers

K. Reporting accidents

1. Procedures
2. Reporting accidents
3. Insurance reports

SAFETY IN THE EMPLOYMENT ORIENTATION PROGRAM

References

Manual of Accident Prevention in Construction, 4th Edition, Associated General Contractors of America Washington, D.C., 1952 257 p.

Education for Safety Through the School Shop, Association of Casualty and Surety Companies, Accident Prevention Department, New York, 1952 109 p.

Handbook for Shop Teachers, 3rd Edition, The University of Texas, Extension Division Austin, Texas, 1959 127 p.

Shop Safety Education, 319 p. (also *Teachers Manual, 152 p.*) New York State Education Department, Albany, New York, 1949

Safety Instruction in Industrial Arts Education, Robert L. Woodward, California State Department of Education, Sacramento, California, 1955 60 p.

A Safety Check List for School Shops, Bulletin No. 75, Connecticut State Department of Education, Hartford, Conn., 1955 12 p.

Safety Education in the School Shop, 2nd Revision National Safety Council, 425 No. Michigan Avenue, Chicago, Illinois, 1948 68 p.

Safety Handbook for School Shops, Circular No. 771 New Hampshire State Board of Education, Concord, N.H., 1945 56 p.

School Shop Safety Manual, New York City Board of Education, New York, 1948 248 p.

Safety Guide for Shop Teachers, San Francisco Free Public Schools, San Francisco, California, 1956 130 p.

Guide for Improving Safety Education Programs in School Shops Howard K. Hohan, U.S. Department of Health, Education, and Welfare, Washington, D.C. Office of Education, 1960 52 p. (OE No. 84004, Circular No. 616)

SAMPLE LESSON PLAN No. .....

Shop.....Building.Custodian....

Class.....

INSTRUCTOR.... .....

Title of lesson: Cleaning Cafeteria and Lunchroom

Objectives of lesson:

1. The student will demonstrate a knowledge of the importance of careful cleaning and sweeping methods.
2. The student will exercise proper sanitary precautions to control vermin.
3. The student will brush off tables and chairs, sweep floors, and dispose of waste materials.

Step I: Preparation

A. Preparation by the teacher
   1. Tools, supplies, equipment, pail with clean water, wiping cloth, handbrush, dustpan, sweeping compound, floor broom, container for sweeping
   2. Books, references, instruction sheets, visual aids *Janitor:Custodian, Handbook for School Custodians, Maintenance Man, Custodial Training*

B. Motivation of the student
   1. Introducting the lesson
      Bring students into cafeteria or lunchroom
   2. Association or connection with the previous lesson

Step II: Presentation (Underline methods to be used for this lesson.)

DEMONSTRATION, LECTURE, ILLUSTRATION, DISCUSSION, EXPERIMENTATION

Teaching points:
1. Start with first row of tables
2. Brush off chair seats
3. Scatter sweeping compound
4. Sweep aisle and under tables
5. Move tables slightly for finishing touch
6. Sweep accumulation into last aisle
7. Place sweepings in container
8. Wipe off table tops with damp cloth

Step III: Application (Underline methods to be used for this lesson.)

JOB, EXERCISE WORK, PRODUCTION WORK, WRITTEN ASSIGNMENTS, ORAL QUESTIONS, STUDY GUIDE

Give assignments below:

Assign two students to brush tables
Assign two students to sweep floors
Have a student push table back in place
Have students place sweepings in sweeping container

Step IV: Testing (Underline methods to be used for this lesson.)

INSPECTION OF WORK, PERFORMANCE TEST, WRITTEN QUESTIONS AND PROBLEMS, ORAL QUESTIONS

List inspection points, questions, or problems below:

1. Why is special care required in cleaning and sweeping cafeterias and lunchrooms?
2. Is it good practice to stack chairs on a table where food is served? Why?
3. Why should table wiping be left to the last?